

The education of learners with hearing impairments started in Kenya in 1958. To date they lack access to middle level training after acquiring a crafts certificates course in the two vocational institutions for the hearing impaired. With the global trend of inclusive education, it is possible for regular training institutions in general and Kenya Technical Teachers College in particular to offer further training for them. The purpose of the study was to establish constraints to inclusion of students with hearing impairments for training at Kenya Technical Teachers college and make suggestions for facilitation of more persons with hearing impairments to train as technical teachers than it is presently. This was done by examining various variables using descriptive survey design and a target population of eight hundred and fifty students, one hundred and seventeen lecturers, twelve heads of departments, one principal and three old students of Kenya Technical Teachers' college with hearing impairments. Sampling techniques used to arrive at the sample size were purposive sampling to select the principal and heads of departments, stratified then random sampling to select students and teach respondents and snowball to select old students with hearing impairments _ The sample size constituted eighty five students (forty five males, forty females), twelve teachers (sic males, six females), eleven heads of departments, one primal and two old students with hearing impairments. Data were collected using questionnaires for students, lecturers and heads of department. Interview guides for the principal and old students with hearing impairments and observation checklists for lessons and physical facilities_ A pilot study was conducted in the same institution using one department that was excluded from the main study. The purpose was to ensure validity and reliability of the instruments which reliability of 0.8 was obtained. Being a descriptive survey, the objectives generated descriptive data which was measured using descriptive statistics such as frequencies and percentages. The study revealed that the teaching learning resources were inadequate and most of them unsuitable; no teacher was trained in special Needs Education or conversant with sign language. There were no support services in the institution_ The teaching - learning strategies that were being used required adjustments to cater for students with hearing impairments. There was no policy on special education to stimulate implementation of inclusive education. The results of the findings led to the conclusion that there were constraints to inclusion of students with hearing impairments at Kenya Technical Teachers college. In view of this the study recommends in-servicing of teachers in special needs in education and sign language, deployment of teachers who are trained in special Needs. Provision of more suitable resources and support services and adaptation of the teaching - learning strategies